



## Summary of Additions, Deletions, and Revisions 2020 New Jersey Student Learning Standards – Social Studies

June 2020

Based on public feedback and review, the Draft New Jersey Student Learning Standards (NJSLS) posted in February of 2020 have been updated. The updated documents use **bolding** to indicate additions and revisions, and brackets [ ] to indicate deletions. This formatting is not accessible to many people. This document serves as the alternate version of the **bolded** and [bracketed] content. It lists all *meaningful* additions, deletions, and revisions.

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## Additions

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This section includes performance expectations and core ideas that were added.

### 6.1 US History: America in the World

#### By the end of grade 5

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The following was added:

- 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

## Revisions

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This section includes revisions made to:

1. Core Ideas, and
2. Performance Expectations

# Core Ideas

## 6.1 US History: America in the World

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*By the end of grade 2*

### Civics, Government and Human Rights: Processes and Rules

Draft Core Idea	Proposed Core Idea	Change
Rules and laws are established for our safety and well-being.	Rules and <b>people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.</b>	Replaced “laws are established for our safety and well-being” with “people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.”
Ideal processes and rules are designed to be fair, consistent, and respectful of all people’s rights.	<b>Processes and rules should be fair, consistent, and respectful of the human rights of all people.</b>	<ul style="list-style-type: none"><li>• Removed “ideal.”</li><li>• Replaced “are designed to be fair, consistent, and respectful of all people’s rights” with “should be fair, consistent, and respectful of the human rights of all people.”</li></ul>

### Economics, Innovation, and Technology: Economy Ways of Thinking

Draft Core Idea	Proposed Core Idea	Change
Effective decision-making skills can help when individuals and governments make economic decisions	<b>Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).</b>	Replaced entire core idea.

*By the end of grade 8*

Era 3: Revolution and the New Nation (1754–1820s)

Draft Core Idea	Proposed Core Idea	Change
Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic and cultural rights.	Fundamental rights are derived from the inherent worth of <b>each</b> individual <b>and</b> include civil, political, social, economic, and cultural rights.	<ul style="list-style-type: none"><li>• Replaced “every individual” with “each individual.”</li><li>• Replaced “which include” with “and include.”</li></ul>
Human rights can be protected or abused in various societies.	<b>Social and political systems have protected and denied human rights (to varying degrees) throughout time</b>	Revised entire core idea.

Era 4: Expansion and Reform (1801–1861)

Draft Core Idea	Proposed Core Idea	Change
Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic and cultural rights.	Fundamental rights are derived from the inherent worth of <b>each</b> individual <b>and</b> include civil, political, social, economic, and cultural rights.	<ul style="list-style-type: none"><li>• Replaced “every individual” with “each individual.”</li><li>• Replaced “which include” with “and include.”</li></ul>

*By the end of grade 12*

Era 1: Colonization and Settlement (1585–1763)

Draft Core Idea	Proposed Core Idea	Change
Civic participation and deliberation are essential characteristics of productive citizenship.	Civil participation and deliberation are essential characteristics of <b>individuals who support democracy and its principles.</b>	Replaced “productive citizenship” with “individuals who support democracy and its principles.”
Economic globalization affects economic growth, labor markets, rights of citizens, the environment, resource allocation, income distribution, and culture.	Economic globalization affects economic growth, labor markets, <b>human rights guarantees</b> , the environment, resource allocation, income distribution, and culture.	Replaced “rights of citizens” with “human rights guarantees.”

Era 2: Revolution and the New Nation (1754–1820s)

Draft Core Idea	Proposed Core Idea	Change
Constitutions, laws, treaties, and international agreements maintain international order.	Constitutions, laws, treaties, and international agreements <b>seek to maintain order at the national, regional, and international levels of governance.</b>	Replaced “maintain international order” with “seek to maintain order at the national, regional, and international levels of governance.”
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens’ rights.	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and <b>strive to protect human rights.</b>	Replaced “protecting citizens’ rights” with “strive to protect human rights.”

### Era 3: Expansion and Reform (1801–1861)

Draft Core Idea	Proposed Core Idea	Changes
Economic globalization affects economic growth, labor markets, rights of citizens, the environment, resource allocation, income distribution and culture.	Economic globalization affects economic growth, labor markets, <b>human rights guarantees</b> , the environment, resource allocation, income distribution and culture.	Replaced “rights of citizens” with “human rights guarantees.”

### Era 4: Civil War and Reconstruction (1850–1877)

Draft Core Idea	Proposed Core Idea	Changes
Democratic principles of rights, quality, and freedom are commonly expressed in fundamental documents, values, laws, and practices.	Democratic principles <b>concerning universal human rights, concepts of equality, and the commitment to human freedom</b> are commonly expressed in fundamental documents, values, laws, and practices.	<ul style="list-style-type: none"> <li>• Revised “rights” to “universal human rights.”</li> <li>• Replaced “equality” with “concepts of equality.”</li> <li>• Replaced “freedom” with “commitment to human freedom.”</li> </ul>

Era 6: The Emergence of Modern America: Progressive Reforms (1890–1930)

Draft Core Idea	Proposed Core Idea	Changes
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens’ rights.	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and <b>strive to protect</b> citizens’ rights.	Replaced “protecting” with “strive to protect.”
Economic globalization affects economic growth, labor markets, rights of citizens, the environment, resource allocation, income distribution, and culture.	Economic globalization affects economic growth, labor markets, <b>human rights guarantees</b> , the environment, resource allocation, income distribution, and culture.	Replaced “rights of citizens” with “human rights guarantees.”

Era 10: The Great Depression and World War II: New Deal (1929–1945)

Draft Core Idea	Proposed Core Idea	Changes
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens’ rights.	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and <b>strive to protect</b> citizens’ rights.	Replaced “protecting” with “strive to protect.”

Era 14: Contemporary United States: Domestic Policies (1970–Today)

Draft Core Idea	Proposed Core Idea	Changes
Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and human rights.	Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and <b>universal</b> human rights.	Replaced “human rights” with “universal human rights.”

Era 15: Contemporary United States: International Policies (1970–Today)

Draft Core Idea	Proposed Core Idea	Changes
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens’ rights.	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and <b>strive to protect</b> citizens’ rights.	Replaced “protecting” with “strive to protect.”

Era 16: Contemporary United States: Interconnected Global Society (1970–Today)

Draft Core Idea	Proposed Core Idea	Change
Civic participation and deliberation are essential characteristics of productive citizenship.	Civil participation and deliberation are essential characteristics of <b>individuals who support democracy and its principles.</b>	Replaced “productive citizenship” with “individuals who support democracy and its principles.”
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens’ rights.	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and <b>strive to protect human rights.</b>	<ul style="list-style-type: none"> <li>• Replaced “protecting” with “strive to protect”</li> <li>• Replaced “citizens’ rights” with “human rights”</li> </ul>

6.2 World History /Global Studies

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*By the end of grade 8*

Era 3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)

Draft Core Idea	Proposed Core Idea	Change
Human rights can be protected or abused in various societies.	<b>Social and political systems have protected and denied human rights (to varying degrees) throughout time</b>	Revised entire core idea.

*By the end of grade 12*

Era 2: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)

Draft Core Idea	Proposed Core Idea	Change
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens' rights.	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and <b>strive to protect human rights</b> .	Replaced “protecting citizens’ rights” with “strive to protect human rights.”
Economic globalization affects economic growth, labor markets, rights of citizens, the environment, resource allocation, income distribution and culture.	Economic globalization affects economic growth, labor markets, <b>human rights guarantees</b> , the environment, resource allocation, income distribution and culture.	Replaced “rights of citizens” with “human rights guarantees.”

### Era 3: Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750-1914)

Draft Core Idea	Proposed Core Idea	Changes
Civic participation and deliberation are essential characteristics of productive citizenship.	Civil participation and deliberation are essential characteristics of <b>individuals who support democracy and its principles.</b>	Replaced “productive citizenship” with “individuals who support democracy and its principles.”
Democratic principles of rights, equality, and freedom are commonly expressed in fundamental documents, values, laws, and practices.	Democratic principles <b>concerning universal human rights, concepts of equality, and the commitment to human freedom</b> are commonly expressed in fundamental documents, values, laws, and practices.	<ul style="list-style-type: none"> <li>Revised “rights” to “concerning universal human rights.”</li> <li>Replaced “equality” with “concepts of equality.”</li> <li>Replaced “freedom” with “commitment to human freedom”</li> </ul>
Economic globalization affects economic growth, labor markets, rights of citizens, the environment, resource allocation, income distribution, and culture.	Economic globalization affects economic growth, labor markets, <b>human rights guarantees</b> , the environment, resource allocation, income distribution, and culture.	Replaced “rights of citizens” with “human rights guarantees.”

### Era 5: The 20th Century Since 1945: Challenges for the Modern World

Draft Core Idea	Proposed Core Idea	Changes
Economic globalization affects economic growth, labor markets, rights of citizens, the environment, resource allocation, income distribution, and culture.	Economic globalization affects economic growth, labor markets, <b>human rights guarantees</b> , the environment, resource allocation, income distribution, and culture.	Replaced “rights of citizens” with “human rights guarantees.”

## Era 6: Contemporary Issues

Draft Core Idea	Proposed Core Idea	Changes
Constitutions, laws, treaties, and international agreements maintain <b>order at the national, regional, and international [order] levels of governance.</b>	Constitutions, laws, treaties, and international agreements <b>seek to maintain order at the national, regional, and international [order] levels of governance.</b>	Replaced “order” with “seek to maintain order at the national, regional, and international levels of governance.”

## 6.3 Active Citizenship in the 21<sup>st</sup> Century

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*By the end of grade 8*

### Civics, Government and Human Rights: Processes and Rules

Draft Core Idea	Proposed Core Idea	Change
Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic and cultural rights.	Fundamental rights are derived from the inherent worth of <b>each</b> individual <b>and</b> include civil, political, social, economic, and cultural rights.	<ul style="list-style-type: none"> <li>• Replaced “every individual” with “each individual.”</li> <li>• Replaced “which include” with “and include.”</li> </ul>

# Performance Expectations

## 6.1 US History: America in the World

*By the end of grade 2*

Draft Performance Expectation	Proposed Performance Expectation	Changes
6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws in schools, and in communities are needed.	6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws <b>are necessary at home</b> , in schools, and in communities.	<ul style="list-style-type: none"> <li>• Added “are necessary at home.”</li> <li>• Removed “are needed.”</li> </ul>
6.1.2.CivicsPR.4: Explain how individuals can work together to make decisions in the classroom.	6.1.2.CivicsPR.4: Explain <b>why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</b>	Revised all text except “Explain.”

*By the end of grade 5*

Draft Performance Expectation	Proposed Performance Expectation	Changes
6.1.5.CivicsPI.5: Distinguish the responsibilities and powers of government officials at various levels and branches of government.	6.1.5.CivicsPI.5: <b>Explain how government functions at the local, county, and state level.</b>	Replaced entire performance expectation.
6.1.5.CivicsPI.8: Describe how the United States Constitution defines-how government is organized.	6.1.5.CivicsPI.8: Describe how the United States Constitution defines- <b>and limits the power of</b> government.	<ul style="list-style-type: none"> <li>• Added “and limits the power of government”</li> <li>• Removed “is organized.”</li> </ul>

Draft Performance Expectation	Proposed Performance Expectation	Changes
<ul style="list-style-type: none"> <li>6.1.5.CivicsPD.3: Explain how the fundamental rights of the individual and the common good of the country depend upon all members of society exercising their civic responsibilities at the community, state, national, and global levels.</li> <li>6.1.5.CivicsPD.4: Explain the process of creating change at the local, state, or national level.</li> </ul>	<p>6.1.5.CivicsPD.2: <b>Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</b></p>	<p>Replaced two performance expectations with new performance expectation.</p>
<p>6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>	<p>6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how <b>factors such as</b> demographics ( <b>e.g.</b>, race, gender, <b>religion</b>, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>	<ul style="list-style-type: none"> <li>Added “factors such as”</li> <li>Changed “i.e.” to “e.g.”</li> <li>Added “religion”</li> </ul>

*By the end of grade 8*

Draft Performance Expectation	Proposed Performance Expectation	Changes
6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people. Evaluate the policies of state and national governments during this time.	6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people[.] <b>and</b> [Evaluate] <b>evaluate</b> the policies of state and national governments during this time.	<ul style="list-style-type: none"> <li>• Removed the period</li> <li>• Added “and” to combined to two sentences</li> </ul>
6.1.8.HistoryUP.3.c: Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.	6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America <b>from multiple perspectives.</b>	<ul style="list-style-type: none"> <li>• Removed “from multiple perspectives” in beginning of sentence.</li> <li>• Added “from multiple perspectives” at end of sentence.</li> </ul>
6.1.8.CivicsHR.4.a: Examine a variety of sources <b>from a variety of perspectives</b> to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.	6.1.8.CivicsHR.4.a: Examine sources <b>from a variety of perspectives</b> to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.	Replaced “a variety of sources” with “sources from a variety of perspectives”

*By the end of grade 12*

Draft Performance Expectation	Proposed Performance Expectation	Changes
6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.	6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities <b>and rights</b> for various groups.	Added “and rights for various groups”
6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration laws, and the violation of the human rights of individuals and groups.	6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration <b>and refugee</b> laws, and the violation of the human rights of individuals and groups.	Added “and refugee laws”
6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.	6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, <b>the Universal Declaration of Human Rights</b> , and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.	Added “the Universal Declaration of Human Rights”

Draft Performance Expectation	Proposed Performance Expectation	Changes
6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., the International Declaration of Human Rights, and the United Nations Sustainability Goals) and other international organizations.	6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., <b>Universal</b> Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.	Replaced “International with Universal”

## 6.2 World History / Global Studies

### *By the end of grade 8*

Draft Performance Expectation	Proposed Performance Expectation	Changes
6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system.	6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system ( <b>e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law</b> ).	Added “(e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law)”
6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.	6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of [Greek city-states] <b>classical civilizations</b> and to their decline.	Replaced “Greek city-states” with “classical civilizations”

Draft Performance Expectation	Proposed Performance Expectation	Changes
6.2.8.EconET.3.a: Identify the effect of inflation and debt on the American people. Evaluate the policies of state and national governments during this time.	6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people. Evaluate the policies of state and national governments during this time.	Changed typo in alphanumeric code from US History: America in the World Standard “6.2.8.EconET.3.a” to World History / Global Studies Standard “6.1.8.EconET.3.a”

*By the end of grade 12*

Draft Performance Expectation	Proposed Performance Expectation	Changes
6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.	6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / <b>Islamic</b> empires of the Middle East and North Africa.	Added “Islamic empires”
6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy and explain the reasons for their growth or decline around the world.	6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, <b>analyze the extent to which they promote and protect civil, political, social and economic rights for people</b> , and explain the reasons for their growth or decline around the world.	Added “analyze the extent to which they promote and protect civil, political, social and economic rights for people”
6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Chinese, the Nazi Holocaust and assess	6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, [Chinese, the Nazi] <b>Jews in the Holocaust</b> and assess the responses by	<ul style="list-style-type: none"> <li>Replaced “Nazi Holocaust” with “Jews in the Holocaust”</li> </ul>

Draft Performance Expectation	Proposed Performance Expectation	Changes
the responses by individuals, groups, and governments.	individuals, groups, and governments and <b>analyze large-scale atrocities including 20<sup>th</sup> century massacres in China.</b>	<ul style="list-style-type: none"> <li>• Add “analyze large-scale atrocities including 20<sup>th</sup> century massacres in China.”</li> </ul>
6.2.12.HistoryCC.4.e: Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.	6.2.12.HistoryCC.4.e: Explain the role of [colonial] <b>colonized and indigenous</b> peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.	Replaced “colonial peoples” with “colonized and indigenous people”

## 6.3 Active Citizenship in the 21<sup>st</sup> Century

*By the end of grade 12*

Draft Performance Expectation	Proposed Performance Expectation	Changes
<p>6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and present those solutions to relevant national and international governmental and/or nongovernmental organizations.</p>	<p>6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change <b>and water scarcity</b>, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.</p>	<p>Added “and water scarcity”</p>
<p>6.3.12.HistoryCA.1: Analyze the impact of [a] current governmental practices and laws affecting national security and/or [individual civil] <b>First Amendment</b> rights[/] <b>and</b> privacy (e.g., immigration, <b>refugees</b>, seizure of personal property, juvenile detention, listening devices, deportation, <b>religion in schools</b>).</p>	<p>6.3.12.HistoryCA.1: Analyze the impact of [a] current governmental practices and laws affecting national security and/or [individual civil] <b>First Amendment</b> rights[/] <b>and</b> privacy (e.g., immigration, <b>refugees</b>, seizure of personal property, juvenile detention, listening devices, deportation, <b>religion in schools</b>).</p>	<ul style="list-style-type: none"> <li>• Replaced “individual civil rights/privacy” with “First Amendment rights”</li> <li>• Added “refugees”</li> <li>• Added e.g., “religion in schools”</li> </ul>